

2026 - Massawepie Merit Badge Prerequisite Guide

**Foreword For Leaders and Parents:**

At Massawepie, scouts are going to be exposed to new things through their selected merit badge program. Some of these merit badges have a set of requirements that may require the scout to work on them outside of the week-long time they have to explore them at camp. While these requirements are stated as a pre-requisite for the merit badge, I'd like to invite you to think about these as post-requisites as well. Do not feel stressed if your scout does not complete these requirements before camp begins. We must always remember that at summer camp, fun and adventure come first. Camp can be a great way to spark an interest in a new subject for a scout to be explored afterwards as well. In this guide, you will find the pre-requisite requirements for all scheduled and open program merit badges offered at Massawepie for 2026 as well as some special considerations to note about specific merit badges/programs. Any badges taught at camp that are not included in this guide do not have any pre-requisites. Please enjoy, and I will see you at camp this summer!

-Parker Hebert,

Program Director, MSC Camp Pioneer

Program Area	Merit Badge	Prerequisite	Requirement & Expectations
Ecology and Conservation	Fishing	9	Catch at least one fish and identify it. If regulations and health concerns permit, clean and cook a fish you have caught. Otherwise, acquire a fish and cook it. Scout can take photo of the fish when caught and when cooked, or bring a letter from their leader or parent stating that they have caught and cooked a fish.
	Bird Study; By appointment	2	Show that you are familiar with the terms used to describe birds by doing the following: (a) Sketch or trace a perched bird and then label 15 different parts of the bird. (b) Sketch or trace an extended wing and label six types of wing feathers. The scout should bring the sketches with them to camp.
		5	Observe and be able to identify at least 20 species of wild birds. Prepare a field notebook, making a separate entry for each species, and record the following information from your field observations and other references. (a) Note the date and time. (b) Note the location and habitat. (c) Describe the bird's main feeding habitat and list two types of food that the bird is likely to eat. (d) Note whether the bird is a migrant or a summer, winter, or year-round resident of your area. Bring the completed field notebook to camp.
		7	Explain the function of a bird's song. Be able to identify five of the 20 species in your field notebook by song or call alone. Explain the difference between songs and calls. For each of these five species, enter a description of the song or call, and note the behavior of the bird making the sound. Note why you think the bird was making the call or song that you heard. Bring the completed field notebook to camp.
		8	Do <b>ONE</b> of the following: (a) Go on a field trip with a local club or with others who are knowledgeable about birds in your area. (1) Keep a list or fill out a checklist of all the birds your group observed during the field trip. (2) Tell your counselor which birds your group saw and why some species were common and some were present in small numbers. (3) Tell your counselor what makes the area you visited good for finding birds. (b) By using a public library, the internet, or contacting the National Audubon Society, find the name and location of the Christmas Bird Count nearest your home and obtain the results of a recent count. (1) Explain what kinds of information are collected during the annual event. (2) Tell your counselor which species are most common, and explain why these birds are abundant. (3) Tell your counselor which species are uncommon, and explain why these were present in small numbers. If the number of birds of these species is decreasing, explain why, and what, if anything, could be done to reverse their decline. (c) Participate in a bird banding program with an approved federal or state agency, university researcher, bird observatory, or certified private individual. (1) Explain who is able to band birds and why. (2) Explain why birds get banded. (3) Explain what kinds of birds get banded. (4) Tell how the birds were captured, the number of bird species recorded during your visit, and your role in the program. Bring materials from the option you chose to show you participated in the research/trip.
		9	Do <b>ONE</b> of the following. For the option you choose, describe what birds you hope to attract, and why. (a) Build a bird feeder and put it in an appropriate place in your yard or another location. (b) Build a birdbath and put it in an appropriate place. (c) Build a backyard sanctuary for birds by planting trees and shrubs for food and cover. (d) Build a nest box for a species of your choice using plans approved by your counselor. Bring pictures and other materials of the completed project

Handicraft	Archeology	7	<p>Do <b>One</b> of the Following:</p> <p>a. Visit a museum to observe how artifacts aid in conveying history.</p> <p>b. Present to your counselor a significant family artifact/heirloom and discuss its history.</p> <p>c. Make a list of the trash your family throws out during one week. Discuss with your counselor what archaeologists might learn about you and your family if they found your trash a thousand years from now.</p>
			<p>a. Bring a flyer/ brochure from the museum, please bring a list of at least five Artifacts that interest you, and what you were able to learn from them</p> <p>b. Bring the Item, or a picture of it to camp, and be prepared to discuss why it is important to your family</p> <p>c. Bring your trash log with you to camp and be prepared to discuss how thinking about what we throw away is relevant to Archeology</p>
	Art	6	<p>With your parent's permission and your counselor's approval, visit a museum, art exhibit, art gallery, artists' co-op, or artist's workshop. Find out about the art displayed or created there. Discuss what you learn with your counselor.</p> <p>The Scout should bring a photo of themselves at the museum or bring a pamphlet from the museum to camp. Be prepared to discuss what you saw and what you learned from the experience</p>
	Collections; by appointment	All	<p>Scout must have a developed collection, excluding coins or stamps.</p> <p>The scout should bring their actual collection or photos of their collection to camp. Counselors will discuss requirements with each scout during open program, but they should consult Requirements and be able to answer questions about their collection before attending the Class. If Interested please consult requirements online before coming to camp</p>
	Theater	1	<p>1. See or read three full-length plays.* Write a review of each. Discuss with your counselor the plot or story. If you chose to watch the plays, comment on the acting and the staging. (* Watching plays on television, video, or as a movie is not permitted.)</p> <p>Read/ view the plays and write your reviews before camp, bring your written reviews and be prepared to discuss at camp, Plays/Musicals are both acceptable. Be prepared to discuss each show/play with the class</p>
Ha-De-Ron-Dah Village	American Heritage	3	<p>(c) Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why. Share what you find with your counselor.</p> <p>Do research with your family before coming to camp. Come to camp with some notes of what you learned, and be prepared to share with the class.</p>
		5	<p>Do <b>One</b>:</p> <p>(a) Watch two motion pictures (with the approval and permission of your counselor and parent or guardian) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.</p> <p>(b) Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.</p> <p>(c) Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.</p> <p>Take notes while working on requirement 5 and be prepared to share with the class when you arrive at camp. Class discussions should have a level of detail that shows active participation in the content and reflection.</p>
	Citizenship in the Nation	7	<p>7. Do <b>TWO</b> of the following:</p> <p>(a) Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.</p> <p>(b) Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.</p> <p>(c) Tour a federal facility. Explain to your counselor what you saw and what you learned about its function in the local community and how it serves this nation.</p> <p>(d) Choose a United States national monument that interests you. Using books, brochures, the internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.</p> <p>Bring Photos, programs, or any other documentation/materials from your research and our visits. Be prepared to discuss with you class and counselor on the first day of class</p>
		Pottery	7
	Wilderness Survival	5	<p>5. Put together a personal survival kit and be able to explain how each item in it could be useful. (A personal Survival kit, is not a first aid kit, please consult the merit badge book for more information.</p> <p>Scout can bring their actual kit to camp, or they may take photos of the kit and bring them to camp. They should be able to discuss each component of their kit and why they chose to include it.</p>

Scoutcraft	Camping	4	<p>Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.</p> <p>Scout should bring a letter from their Unit leader stating that they have prepared for a campout with their Unit. Bring copies of your duty roster, menus, and equipment needs to camp or be prepared to talk about them and have a note from your Unit leader</p>
		7	<p>Prepare for an overnight campout with your patrol: a. Make a checklist of personal and patrol gear. b. Pack your own gear and your share of the patrol equipment and food for proper carrying...</p> <p>You should bring a completed gear checklist to camp and a letter from your leader stating that you have properly packed his gear.</p>
		8	<p>While camping in the outdoors, cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement 8c. At least one of those meals must be a trail meal requiring the use of a lightweight stove.</p> <p>Bring a letter from you unit leader stating you have prepared these meals for you unit, or bring pictures of the meal and be prepared to talk about cooking them</p>
		9	<p>a. Camp a total of at least 20 days and 20 nights.* Sleep each night under the sky or in a tent you have pitched. The 20 days and 20 nights must be at a designated Scouting activity or event. You may use a week of long-term camp toward this requirement. If the camp provides a tent that has already been pitched, you need not pitch your own tent.</p> <p>b. On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision:</p> <ol style="list-style-type: none"> <li>1. Hike up a mountain, gaining at least 1,000 vertical feet.</li> <li>2. Backpack, snowshoe, or cross-country ski for at least 4 miles.</li> <li>3. Take a bike trip of at least 15 miles or at least four hours.</li> <li>4. Take a nonmotorized trip on the water of at least four hours or 5 miles.</li> <li>5. Plan and carry out an overnight snow camping experience.</li> <li>6. Rappel down a rappel route of 30 feet or more.</li> </ol>
			<p>The Scout must bring a letter from their Unit leader stating that they have satisfied all of the requirements for Requirement 9. This should state that the scout has completed 20 days of overnight camping, and that they have done two of the six activities listed in 2b. <i>Requirement 9c. will be completed at camp.</i></p>
	Cooking	4	<p>Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals. Then do the following:</p> <ol style="list-style-type: none"> <li>a. Find recipes for each meal. Create a shopping list for your meals showing the amount of food needed to prepare for the number of people you will serve. Determine the cost for each meal.</li> <li>b. Share and discuss your meal plan and shopping list with your counselor.</li> <li>c. Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned.*</li> <li>d. Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.</li> <li>e. After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure a successful meal.</li> </ol> <p>The scout can bring a letter from their parent or leader stating that they have planned, cooked, and received evaluation of their meals. And scout should bring in a copy of their menus, shopping lists, and equipment lists.</p>
		6	<p>Trail and backpacking meals. Do the following:</p> <ol style="list-style-type: none"> <li>a. Using the MyPlate food guide or the current USDA nutrition model, plan a meal for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must consider weight, not require refrigeration and are to be consumed by three to five people (including you). List the equipment and utensils needed to prepare and serve these meals.</li> <li>b. Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.</li> <li>c. Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.</li> <li>d. While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**</li> <li>e. After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.</li> <li>f. Explain to your counselor how you should divide the food and cooking supplies among the patrol in order to share the load. Discuss how to properly clean the cooking area and store your food to protect it from animals.</li> </ol> <p>Scouts should bring a letter from their leader stating that they have planned, cooked, and received evaluation for their meals. And scouts should bring in a copy of their menus, shopping lists, and equipment lists. Scout should be prepared to talk about how they followed outdoor ethics principles</p>
	Emergency Preparedness	1	<p>Earn the First Aid merit badge.</p> <p>Scout can bring a letter stating that they have earned First Aid. Scouts may not take E-prep and first aid at the same time.</p>
		7	<p>Do the following:</p> <ol style="list-style-type: none"> <li>a. Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.</li> <li>b. Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is already a plan, explain it. Tell your part in making it work.</li> </ol> <p>Scout should bring a letter stating that they have taken part in an emergency drill and share their experiences with his counselor. Scout should bring a written plan or a copy of the troop's plan to camp.</p>
		8b	<p>Prepare a personal emergency service pack for a mobilization call. Prepare a family kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed. Explain the needs and uses of the contents.</p> <p>Scout can bring their actual service pack or a photo of it to camp.</p>

	Fire Safety	5	(e) Determine if, and what types of, smoke and CO alarms are required in homes in your community. List what types of smoke and CO alarms your home has, their locations, and their expiration dates. (g) Develop a home fire-escape plan and a fire-drill schedule with your family, draw a floor plan of your home with exits marked and a map showing your family meeting point, and conduct a home fire drill.
			Work on requirement 5g first. While working on G, add all smoke and CO alarms to your diagram, and label/annotate the details asked for in 5e. Bring your floor plan and drill schedule with you to camp, and be prepared to discuss what your family learned from the "home fire drill" experience.
	First Aid	1	Satisfy your counselor that you have current knowledge of all first aid requirements for Tenderfoot rank, Second Class rank, and First Class rank. Scout should bring a note from their Scoutmaster stating that they have completed these rank requirements or the Scoutmaster may discuss this with the counselor at camp. Scout should still be prepared to review these requirements in class to demonstrate their knowledge
		5	5. Do the following: (a) Prepare a first-aid kit for your home. Display and discuss its contents with your counselor. (b) With an adult leader, inspect your troop's first-aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader. a. Scout can bring their actual kit to camp, or they may take photos of the kit and bring them to camp. b. Please bring a written evaluation of the first aid kit to camp. This can also be completed during the week in the campsite if necessary.
SPORTS	Athletics	3	Select an athletic activity to participate in for one season (or four months). Then do the following: a. With guidance from your counselor, establish a personal training program suited to the activity you have chosen. b. Organize a chart for this activity and monitor your progress during this time. c. Explain to your counselor the equipment necessary to participate in this activity, and the appropriate clothing for the season and the locale. d. At the end of the season, discuss with your counselor the progress you have made during training and competition and how your development has affected you mentally and physically. The scout should bring a letter from their parent, leader, or coach stating that they have participated in a sport. Please bring your training program and monitoring chart to camp.
		5	Complete the activities in FOUR of the following groups and show improvement over a three-month period. (See groups in pamphlet or online). The scout can write recordings of beginning and ending scores, times, or results and bring them to camp, Or record beginning scores, times, or results at camp and complete at home.
	Sports	4	With guidance from your counselor, establish a personal training program suited to the activities you choose for requirement 5. Then do the following: (a) Create a chart and use it to track your training, practice, and development in these sports for one season (or four months). (b) Demonstrate proper technique for your two chosen sports. (c) At the end of the season, share your completed chart with your counselor and discuss how your participation in the sports you chose has affected you mentally and physically Scout can bring their completed program and charted progress to camp and discuss their experiences with their counselor.
		5	Take part for one season (or four months) as a competitive individual or as a member of an organized team in TWO of the following sports: baseball, basketball, bowling, cross-country, diving, field hockey, flag football, flag team, golf, gymnastics, ice hockey, lacrosse, soccer, softball, spirit/cheerleading, swimming, tackle football, table tennis, tennis, track & field, volleyball, water polo and wrestling, and/or badminton. Your counselor may approve in advance other recognized sports.* Then with your chosen sports do the following: (a) Give the rules and etiquette for the two sports you picked. (b) List the equipment needed for the two sports you chose. Describe the protective equipment and appropriate clothing (if any) and explain why it is needed. (c) Draw diagrams of the playing areas for your two sports. Scouts should bring a letter from their parent, leader, or coach to camp stating that they have participated in two sports for one season each. Martial Arts Involving Contact such as Wrestling, Karate, or Judo are not permitted by the BSA to Satisfy this requirement.
	Multi-Sport	4	1. (a) Before doing requirements 5 through 8, earn the Swimming merit badge. All scouts working on Multisport @MSC will do the "Triathlon" option for the badge. Scouts <b>MUST</b> have the Swimming Merit badge before participating in Multisport. Have a written letter or advancement record from your scoutmaster stating that you have completed swimming merit badge
		5	(a) With guidance from your counselor, establish a four-week training plan that combines your chosen multisport format to develop proper techniques, gain self-confidence, and increase endurance. Each session should last at least 25 minutes and include a proper warmup before the session and stretching afterward. (b) Use a chart or other tracking method to monitor your training and development during this period. (c) Set a personal goal for improvement based on one or more of the following criteria: time, technique, or distance. (d) At the end of four weeks, discuss your progress with your counselor and tell how your development has affected you mentally and physically. Set up and follow through on a 4-week training plan to improve each of the three triathlon areas- (Swimming, Biking, and Running). Each of the three should be addressed in some way during each week of your plan, And your overall plan should include at least 2- swims, 2 bikes, and 4 runs. You may have exercises in your plan that do not include swimming, biking, and running, but you should be able to discuss how the exercise is in support of conditioning for these activities. Bring your tracking chart with you to camp, including documentation of what goals you set for yourself and why. Be prepared to discuss your plan, and how it went with your class and counselor.
		8	(b) Research an Olympic, Paralympic, or professional triathlete (past or current). Share information on their background in the sport and what inspires you most about this individual. Bring any documentation of your research to camp, and be prepared to discuss what you learned about the athlete with the class. The Athlete must be a Triathlete, not just an athlete in one of the 3 sports.

STEM	Electricity	2	Complete an Electrical home safety inspection of your home, using the check list found in this pamphlet (Electricity Merit badge Pamphlet) or one approved by your counselor. Discuss what you find with your counselor You can use the .Gov checklist below, or use the one from the electricity merit badge pamphlet. Bring that checklist with you to camp and be prepared to discuss. <a href="https://www.cpsc.gov/s3fs-public/513.pdf">https://www.cpsc.gov/s3fs-public/513.pdf</a>
		7	Make a floor plan wiring diagram of light, switches, and outlets for a room in your home. Show which fuse or circuit breaker protects each one. Bring this diagram with you to camp and be prepared to discuss
	Energy	1	1. (a) With your parent or guardian's permission, use the internet to find a blog, podcast, website, or an article on the use or conservation of energy. Discuss with your counselor what details in the article were interesting to you, the questions it raises, and what ideas it addresses that you do not understand. Please bring out a printout/transcript of the resources you used so that you can revisit them at the end of the week for 1.(b)
		4	4. Conduct an energy audit of your home. Keep a 14 day log that records what you and your family did to reduce energy use. Include the following in your report and, after the 14-day period, discuss what you have learned with your counselor. (a) List the types of energy used in your home such as electricity, wood, oil, liquid petroleum, and natural gas, and tell how each is delivered and measured, and the current cost; OR record the transportation fuel used, miles driven, miles per gallon, and trips using your family car or another vehicle. (b) Describe ways you and your family can use energy resources more wisely. In preparing your discussion, consider the energy required for the things you do and use on a daily basis (cooking, showering, using lights, driving, watching TV, using the computer). Explain what is meant by sustainable energy sources. Explain how you can change your energy use through reuse and recycling. Bring your written notes and your log with you to camp so that you can discuss with the class.
		8	Do <b>ONE</b> of the following: (a) With your parent or guardian's permission and your counselor's approval, visit with a professional in the game development industry and ask them about their job and how it fits into the overall development process. (b) Alternatively, meet with a professional in game development education and discuss the skills they emphasize in the classroom. For Rochester troops, reaching out to RIT game development faculty would be a good option, each individual Professor has their contact information listed publicly online. Remember when looking at this requirement that Game design doesn't just mean video games! If a scout completed this requirement they should come prepared with notes from their interview, and ready to discuss the content with their counselor. Please remember that pre-requisites can also be post-requisites and worked on after the summer; we expect a fair number of scouts to receive partials and work on this requirement in the fall.
	Waterfront	Lifesaving	2

Merit Badge(s)	Special Considerations
Basketry, Leatherwork, Space Exploration, Woodcarving, Animation,	<p><b>Additional Costs:</b> These merit badges require a project kit to be purchased. Kits rang in price by badge. In 2026 all kits will be purchased through the online registration as an added fee on the scouts registration. This fee can be paid through parent portal or by the unit. Scouts should not purchase a kit before camp (even at a scout shop) and bring it to camp with them</p> <p>Basketry \$12, Leatherwork \$9, Space Exploration \$20, Woodcarving \$4,</p>
Canoeing, Kayaking, Lifesaving, Small Boat Sailing, Rowing, and Swimming	<p><b>BSA Swim Check:</b> These merit badges require the successful completion of the BSA Swim Test <u>at camp</u> on Sunday afternoon or Monday before class. Scouts who tested before camp who are taking these classes will have to Re-Test before participating in classes</p>
Bird Study, Soil & Water, Photography, Fingerprinting, , Geocaching, Hiking, Signs, Signals, and Codes, Cycling	<p><b>Open Program and "By Appointment":</b> There are two kinds of Merit badges that scouts can take during Open Program times. There are scheduled <b>Open Program Classes</b>, which will be advertized at a specific time or times through our Open Program Schedule, and there are by "Appointment Badges" that area staff can offer to scouts depending on their schedule and availability for that week. If your scouts are interested in taking a "By Appointment Class" you <b>Must</b> discuss it with the Area director before the end of the day on Monday so that they can schedule a time for you during the week. This allows us to schedule multiple scouts for classes at the same time, and make sure we have staff available who are qualified to teach the class. Many Open Program and " By Appointment" classes require that scouts have completed a substantial amount of requirements before camp, please consult the pre-requisites before signing them up. All of the Open Program and "By Appointment" classes for each area are listed as such in the 2021 Pioneer Program Guide</p>
Athletics/Sports, Climbing	<p><b>Proper Footwear:</b> These merit badges require scouts to bring proper footwear to class (running shoes, sneakers, etc.) Dont forget that All scouts should have good closed toed shoes in camp, Sneakers are a must for most Sports classes.</p>
Astronomy, Climbing, Aquatics Classes	<p><b>Weather Dependent:</b> The completion of these merit badges can be affected by inclement Weather during the week you are attending</p>
Various	<p><b>IE:</b> Scouts in Wilderness Survival merit badge will independently build and spend one night in a shelter in or near their units' campsites.  <b>IE:</b> Scouts in Astronomy will participate in the "Star Party" evening program hosted by ECON  <i>*For more information on these classes, please contact the Program Director*</i></p>
Age Minimums	<p><b>Minimum Age:</b> These merit badges and classes have minimum age requirements: <b>11 Or Older:</b> Climbing <b>12 or older:</b> Rifle Shooting, Shotgun Shooting <b>14 or older:</b> COPE, Mountain Fox <b>Suggested 13+ or Previous Experience:</b> Environmental Science, Emergency Preparedness, Lifesaving, Small Boat Sailing, Cit in the Nation, American Heritage</p>
Potential Changes	<p><b>Requirement Updates and Abridging:</b> The above requirements reflect the most recent version of requirements at the time of publication in 2026. Please refer to BSA Merit Badge Pamphlets, <a href="http://www.meritbadge.org">www.meritbadge.org</a>, or SWC communications for any changes or revisions. Some requirements have been abridged in this document, please consider the full, official wording of the requirement while preparing pre-requisite materials. All of these requirements are just a quick googles search away with "(MB X) Merit Badge Requirements BSA"</p>